Higher Education (Undergraduate) Tutorial Policy and Procedure

Originator: Academic Development Manager
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1. Introduction

1.1 The Higher Education (Undergraduate) Tutorial Policy and Procedure is set out to:

a) ensure a shared understanding of the role of one-to-one academic tutoring and tutorials within undergraduate courses;
b) highlight the importance of tutoring in: developing students' sense of belonging at the University; helping students make the most of their overall University experience, supporting students personal and professional development and helping students achieve successful educational outcomes;
c) set out the processes for one-to-one academic tutorials and tutoring.

2. Scope

2.1 This policy applies to the provision of one-to-one academic tutorials, including formative feedback tutorials, in undergraduate courses at Leeds Arts University.
2.2 This policy is primarily staff-facing, but is also available to students.
2.3 It is recognised that, particularly in smaller course teams, staff may simultaneously occupy more than one role, i.e., Course Leader, Module Leader, etc., in addition to their responsibilities for academic one-to-one tutorials. The purpose of this policy is to bring further clarity to the tutorial role.

3. Expectations

3.1 All undergraduate students will be allocated a named tutor for academic one-to-one tutorials.
3.2 The tutor will be an academic member of staff who is a member of the course team for the course on which the student is enrolled.
3.3 Students will be informed who their tutor is at the beginning of the academic year and will usually have the same tutor for the duration of the academic year.
3.4 Should a member of staff be absent for an extended period, or leave the University during the course of the academic year, students will be informed of who will act as their tutor during the interim and/or for the remainder of the academic year.
3.5 Minimum expectations for the number and duration of tutorials will be specified annually as part of the Resource Allocation Model. Currently:
    a) All students must receive a minimum of three tutorials of 20 minutes each, two in the first semester and one in the second semester.
    b) Additionally, all students receive a minimum of one one-to-one formative feedback tutorial per semester.
    c) International students receive an additional three hours of individual tutorials.
3.6 Where possible, the named tutor for academic one-to-one tutorials should also conduct formative feedback tutorials. However, in circumstances where a tutor does not form part of the teaching and/or assessment team for a specific module, the Course Leader may choose to allocate a different tutor for the formative feedback tutorial.
3.7 Course Leaders are responsible for managing the provision of academic one-to-one tutoring for their course in line with these commitments.

4. Role of one-to-one academic tutorials

4.1 One-to-one academic tutorials involve discussion and action planning between individual staff and students to consider: overall progress and engagement with modules and the course as a whole; students' overall university experience and personal and professional development; any personal/pastoral issues that may be

affecting students' engagement and experience. Tutorials are intended to be a supportive dialogue, but primarily focussed on academic support. For any complex welfare/pastoral issues that emerge through these discussions, students should be recommended to Student Advice and Wellbeing, Academic Support and/or other relevant specialist services as appropriate.

4.2 In order to best understand factors that influence their tutees' engagement with the University, and to help ensure an inclusive educational experience, tutors should endeavour to be aware of:

    a) any of their tutees who have disclosed to the University that they are disabled, have a Learning Support Plan, and any reasonable adjustments in place for them;

    b) any of their tutees who are Student Route visa holders;

    c) any of their tutees from underrepresented groups.

4.3 For one-to-one academic tutorials, the role of the tutor includes:

    a) Providing a stable point of contact for their tutees.

    b) Getting to know students as individuals, showing an active interest in their learning and development, thereby helping to develop students' sense of belonging in the University.

    c) Providing and/or directing to information about University processes, procedures and expectations.

    d) Supporting and advising students regarding their overall progress and engagement on the course (transition, induction, continuation and progression) under the direction of the Course Leader.

    e) Providing individual academic advice, support and feedback in relation to the modules being studied, under the advice of the Module Leader.

    f) Listening sympathetically to any personal concerns impacting on a student's wellbeing and engagement with the University.

    g) Advising of development opportunities and support available within the Course Team and University, as appropriate, including:

        - Module Leaders & Course Leader;
        - HE Administration;
        - Student Advice & Wellbeing;
        - Academic Support;
        - Library;
        - Careers, Employment and Enterprise;
        - Academic Progression Administrators;
        - Students' Union;
        - Student Finance;
        - Internationalisation Team (for international students);
        - University Chaplaincy

4.4 To maximise the benefit from tutorials, both staff and students are expected to prepare for the discussion. A common agenda for tutorial meetings helps to maintain a consistent student experience, but space should always be afforded for students to bring forward items which they wish to discuss. The focus for discussion will vary depending on the point within the year and the level of study, but can include:

    a) At the start of the year, the process of settling into the University/course/level.

    b) The personal circumstances of the student and any changes in these.

    c) The interests, motivations and creative and professional aspirations of the student.

    d) The student's engagement in co- and extra-curricular activities within and beyond the University, including activities and opportunities offered by: Careers and Employability; Leeds Arts Union; Student Advice & Wellbeing;

Library etc.

e) Progress on the module currently being studied, and the course as whole.
f) Transition points between modules and years.
g) Further discussion of feedback on summative assessment.
h) Ongoing development of the Leeds Arts University Graduate Attributes.

5. Role of Formative Feedback Tutorials

5.1 Formative feedback tutorials are one-to-one discussions, focussed on the review of an interim body of student work, in relation to the Module Brief, with the intention of providing feedback to inform the student's final submission.

5.2 For formative feedback tutorials, the tutor role includes:
- Being familiar with the Module Brief and assessment criteria.
- Reviewing an interim body of student work in relation to progress against the Module Brief.
- Providing actionable feedback (feed forward) to inform student's preparations for their final module submissions.

6. Attendance, Engagement and Recording

6.1 Tutorials will be timetabled, in-person sessions.

6.2 Tutorials are a scheduled form of teaching, should be included in the overall planning of courses and modules, and will therefore be reflected in Module Overviews.

6.3 In general, tutorials may be conducted in an open studio environment; only where a designated need has been identified should a private space be utilised.

6.4 Students are expected to attend tutorials, in line with the Academic Engagement Policy and Procedure.

6.5 The content of tutorial meeting discussions is recorded by staff as follows:
a) For one-to-one academic tutorials, on the Tutorial Form;
b) For formative feedback tutorials, on the Formative Record (except for sequentially delivered 30 credit modules, where students receive verbal feedback).
c) Students receive a copy of tutorial records.
d) Records should contain sufficient information to inform other staff, in current and future years, of the nature of the issues discussed and any actions recommended. Written records should not contain confidential information.
e) Tutorial forms are created electronically, with a version sent to the tutor, the student and then stored/filed securely by HE Administration. Requests to view the form are considered by HE Admin. and are subject to GDPR and a valid business reason.

7. Preparation for the Tutoring Role

7.1 Academic staff will be inducted into the tutoring role by their Course Leader.

7.2 The ongoing programme for the induction, training and development of academic staff will help staff prepare and support staff in the role.

7.3 For tutors to be in a position to advise and remind students they are expected to be familiar with a range of documentation around University regulations, policies and procedures, as available to staff and students through Portal and/or eStudio, for example:
- Student Handbook
- Academic Regulations
- Extenuating Circumstances

- HE Academic Misconduct Procedure
- Academic Appeal Procedure
- HE Academic Engagement Policy and Procedure
- Guidelines for Staff on Reasonable Adjustments for HE Students
- Student Charter
- Student Prevention of Harassment and Sexual Misconduct
- Student Alcohol and Drug Misuse Policy
- Fitness to Study Procedure.

8. Information sharing

8.1 Academic tutorials are intended to assist academic progress. This may mean that information that is disclosed during academic tutorials may be shared, where this is considered necessary and in line with Leeds Arts University's data sharing practices.

8.2 The notes of academic tutorials or extracts thereof may be shared with other members of Leeds Arts University staff, such as other tutors, Course Leaders, and staff members involved in hearings or panels where this relates to a student's progression through the course.

8.3 If a student wishes for a conversation to be treated with confidentiality, and for information not to be shared further, then this may be facilitated on notification to the tutor by the tutee. This is to be addressed on a case by case basis, and is not to be considered as standard practice.

8.4 Students should be aware that information that they may indicate they wish to be kept confidential may be further shared by the tutor to third parties either internally to Leeds Arts University or externally, if this is deemed necessary to protect the vital interest of the student, or another third party. This is in line with Leeds Arts University Data Protection Policy, Student and Prospective Student Privacy Notice and the data protection legislation in force in the UK.

8.5 Tutorial records will be held in accordance with the University's Records Management Policy.